

NEVADA

Connections

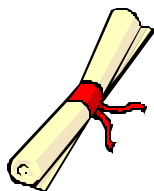
Produced by Community College Southern Nevada to connect resources for Nevada's adult workforce

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Changes in Regulations for Adult High School Diploma Education Students

Phyllis Dryden, Director for Nevada's Office of Career, Technical, and Adult Education, asked that we pass along this critical information to all those involved in Adult High School and Alternative Education Programs. Please contact Carl L. Shaff at 775.687.9193 if you have any questions regarding this information.



The Nevada State Board of Education has adopted changes to the Nevada Administrative Code (NAC) following legislative action:

1. The board of trustees of a school district may allow a person who is **16 years of age** who has withdrawn from high school so that he may take the tests of general educational development (GED) to attend an adult high school diploma program **only for the purpose of test preparation.**
2. Only a person who is at least **17 years of age** and who passes the GED tests may waive the units of credit required for an adult standard diploma.
3. The minimum daily period for an adult high school diploma program or an alternative program is identical to the period for a regular grade unless the school district obtains the written approval of the superintendent of public instruction for a program that demonstrates progress or completion by pupils in a curriculum that is **equivalent** to the regular school curriculum. **Demonstrated competency** in curriculum that meets the state standards may be considered equivalent.
4. The language "*part-time pupils*," when referring to the definition of adult high school pupils, was deleted and replaced with "*pupils who are*" enrolled in classes to receive an adult high school diploma. The language was changed to broaden the definition, since many high school students attend classes full-time.
5. The Nevada Department of Education shall determine the amount of money allocated to a school district that operates a program for pupils to obtain an adult high school diploma based upon the unduplicated count of pupils enrolled in the program in accordance with a plan or formula developed by the department to ensure that money is distributed equitably and in a manner that allows accounting for the expenditures of school districts.

Free resources from U.S. Dept. of Ed.

Free education publications are available from ED Pubs, the U.S. Department of Education's Publications Center. To order free books, brochures, videos, and more, visit the ED Pubs Web site (<http://www.ed.gov/about/ordering.jsp>) or call ED Pubs toll-free at 877/433-7827.



GED Testing accommodations for people with disabilities

Reprinted from Developments, Fall 2001

For students with a diagnosed disability, including learning disabilities, ADHD, and physical, sensory, and mental disabilities, various testing accommodations are available. Some require prior approval at the state level; others are available without special approval. This article outlines some of the accommodations and the process for requesting them.

Accommodations that can be provided automatically, that is *without prior approval*, include priority seating to avoid distractions; wearing hats to minimize the effects of fluorescent lighting; wearing tinted glasses, goggles, or using a magnifying glass; wearing earplugs or other hearing protectors; using colored transparency overlays; using post-it notes to mark spatial direction; using adaptive devices such as pencil holders, skeletal aids such as a wrist brace that the test-taker provides; and others. The chief examiner may examine the aids for security purposes.

Accommodations that require prior approval include extended time, large print with extended time, private room, audio version of the test, deaf interpreter, frequent supervised breaks, use of a calculator or talking calculator for the entire math test (rather than only the calculator portion of the test), Braille version of the test, and printed instructions.

To request accommodations, the student must ask at the GED Testing Center for the L-15 form (for accommodation of learning disability or ADHD) or the SA-001 form (for accommodation of a physical, sensory, mental, or other disability). The student will need to provide IQ and achievement test scores within the last 5 years and documentation of a diagnosis of the learning disability based on those scores; this information may be part of an Individualized Education Plan (IEP). For other disabilities, in most cases a doctor's letter is adequate. The student should return the completed form and documentation to the test center to be forwarded to the state office. This process can take two or more weeks.

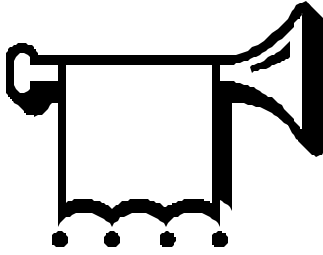
Teachers can help students be successful by teaching them self-advocacy, role-playing self-advocacy in requesting accommodations, communicating with the testing center staff and examiner to be sure there is shared understanding of the accommodations request process and what accommodations are available without prior approval, and having the student practice taking the test using the requested accommodation. For information and teaching strategies for students with learning disabilities, search "teaching strategies," "test-taking skills," and "study skills" at <http://ldonline.org/>. This site contains many resources and links, including "Ways that Students Can Help Themselves," an article that contains many tips and strategies for students that are useful for teachers as well. It can be found at http://www.ldonline.org/ld_indepth/postsecondary/vogel_tips.html.

Four pillars of education



In a recent speech to the Association for Career and Technical Education, Carol D'Amico, Assistant Secretary of Education for Vocational and Adult Education, challenged conference attendees to think boldly about designing a state-of-the-art vocational and adult education system for the 21st century. She discussed the four core education principles of President Bush's administration:

1. **Close the Achievement Gaps** between what students know when they leave school and what they need to know to be successful in work or post-secondary education and training.
2. **Focus Dollars on What Works** and support programs that are proven to be effective.
3. **Reduce Bureaucracy and Increase Flexibility** — decrease burdensome regulations and reporting requirements and increase flexibility while maintaining emphasis on accountability.
4. **Increase Options for Students** by moving away from the "one size fits all" approach and offering students more choices in how they participate in their own education.



CALL(ing) all literacy instructors, volunteers, and students

⚡ NOTE NEW CONTACT INFO

—Connie Barker, Literacy Manager, 702.504.3534, barkerm@lvccld.org

The Computer Assisted Literacy in Libraries (CALL) Program serves approximately 300 students, providing them with assistance in adult basic education, English language literacy, citizenship preparation, and GED preparation. These free services are offered to adults 17 years and older and who have not completed the 12th grade or whose measured level of ability is less than the 12th grade equivalent. Priority for enrollment is given to those adults whose skills are below the 8th grade level of ability.

Intensive 72-hour classes are currently offered at Las Vegas Library and Clark County Library as well as two offsite locations — Catholic Charities of Southern Nevada and Lake Elementary School. Students are also encouraged to visit a library branch, where they can work alone on computers in private CALL rooms to enhance the speed at which they can achieve their literacy goals. For those students whose timetable might not accommodate this schedule, the program utilizes a corps of trained volunteers to provide one-on-one tutoring at library branches all around the city at a time convenient to both the student and the tutor.

We especially need bilingual instructors and volunteers who can tutor students, help in classes, or provide support in the program office. Please contact me if you are interested. For general information about the program, students should call 702.507.3530.

Accountability expertise available

In line with adult education's mandated focus on accountability, three seasoned educators are available to help adult basic educators in Nevada:

✓ For CASAS, the Comprehensive Adult Student Assessment System used by AEFLA-funded Adult Basic Education Programs for assessment and testing: Paul Marsala (Certified Trainer), 775.829-9026, pmarsala@tmcc.edu

For tracking and reporting students' progress, Nevada's federally funded programs can choose between two data reporting systems:

✓ JR (Just Right) for Nevada: Ken Zutter (Developer), 775.884.4185, jldata@kenzutter.com

✓ TOPSpro: Dimi Jefferis (Certified State Trainer), 702.651.4067, dimi_jefferis@ccsn.nevada.edu

Need stats?

The Nevada State Data Center program has two primary objectives: to provide access to and extend the use of Census Bureau statistical resources and to provide training and technical assistance in accessing and using the data.

Librarian Mona Reno (775.684.3326, rreno@clan.lib.nv.us) can guide you to the information you need, via the program's Web site (<http://dmla.clan.lib.nv.us/docs/nsldc/>) or through various other sources that are literally at her fingertips. You've got her number—now let her help you find yours!



Connecting resources for Nevada's adult workforce

Don't miss out ... save the date!

On Saturday, April 13th, The Nevada Adult Education Association (NAEA) and the revamped and expanded State Literacy Resource Center (SLRC) will present a full-day training focused on the resources available to Nevada's ABE and ESL teachers and tutors. You will be able to tour the SLRC, browse hundreds of new materials, and learn how to find and check out materials from your home. Small group sessions will target specific areas, such as ESL and GED resources, teaching with videos, finding online curricula, and other topics.

Cost will be minimal; reduced-rate rooms will be available at the Plaza Hotel. Watch your mail for details! Contacts: Jackie Kearns, NAEA President, 775/623-6218, jkearns@humboldt.k12.nv.us; Susan Graf, SLRC Literacy Coordinator, 800.445.9673 or 775.684.3340, sfgraf@clan.lib.nv.us



Nevada posts new adult education Home Page

Nevada is part of **LINCS**, the literacy community's gateway to the world of adult education and literacy resources on the Internet. Supported by the National Institute for Literacy (NIFL), the goal of **LINCS** is to bring adult literacy-related resources and expertise to a single point of access for users throughout the world. Check out Nevada's literacy Home Page at www.literacynet.org/nevada, where you will find a link to our new adult education page.

Editor, Nevada Connections:
Sharyn Yanoshak
Phone: 702.253.6280
Fax: 702.651.4531
E-mail: syank@ix.netcom.com

Community College
of Southern Nevada
3200 E. Cheyenne Ave. – K1A
North Las Vegas, NV 89030